



# Summoning the Dream: *Pillars Against Prejudice*

A video teaching tool provided by the



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South Carolina Bar Foundation  
and the South Carolina  
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Pillars Against Prejudice**

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**Video moderated by  
Columbia attorney,  
I.S. Leevy Johnson.**

# Summoning the Dream . . . Pillars Against Prejudice

## FOREWARD

During the 1950s and 1960s, the United States was undergoing political and social change. Black Americans were standing up for equality under the law. They were seeking the same day-to-day aspects of life that so many Americans took for granted—the right to shop in the stores of their choosing, attend the schools in their neighborhoods, eat in any restaurant, sleep in any hotel and sit in any empty seat on the bus. Law-suits, demonstrations, sit-ins and strikes focused the attention of the nation, and the world, on issues of racial equality before the law.

South Carolinians were at the forefront of the social revolution that was sweeping the nation. Nurses in Charleston, students in Columbia and citizens across the state—both black and white— began to take a stand. Together they aimed to make the words of the Declaration of Independence a reality . . . “we hold these truths to be self-evident, that *all* men are created equal. . . .”

They met in churches, marched in silence along city streets and gathered on our State House steps. Some were vocal—speaking to the assembled, debating with the political leaders and arguing to judges and juries. Others were quiet. Holding their place in line, walking with the marchers and teaching the children to believe in equality. They were black and white, young and old. Their common bond was the desire to see a nation where they could be “judged by the content of their character and not the color of their skin.” It was a time of courage, a time of change and a time when average citizens became quiet heroes.

They began a course that today remains unfinished; a course that must be carried on by every member of this new generation. This generation owes a debt of gratitude for the courage, dignity and the willingness of those who challenged what was and reached for what could be.

In November 2000, the South Carolina Bar sat down with three of those quiet heroes—the Honorable Ernest A. Finney Jr., retired Chief Justice of the South Carolina Supreme Court; the Honorable Matthew A. Perry Jr., U.S. District Court Judge; and the Honorable Richard E. Fields, retired Judge of the Ninth Judicial Circuit—to discuss this time of change and to honor their role in moving our state forward.

The South Carolina Bar, in partnership with the South Carolina Bar Foundation and the South Carolina Department of Education, is pleased to provide this video package. This accompanying teacher’s guide has suggested lesson activities, background information and a selected bibliography of materials.

We hope that this video, and the lives of the men who are a part of it, will help your students to understand that this state and this nation have come along way since Jim Crow laws and “separate but equal” legislation but still have a long way to go. It is our hope that the dignity with which these men faced adversity and the courage with which they worked for change will inspire your students to continue to reach for what could be.

## The Evolution of the Legal Profession for Black Americans in South Carolina

As one might expect, opportunities for Black Americans in the legal profession in South Carolina were nonexistent prior to and during the Civil War. After the Civil War, the number of Black Americans practicing law in this state steadily increased, but a number of barriers kept them from reaching the forefront of the profession. During the second half of the Twentieth Century, as part of the civil rights movement, the number increased and the means by which lawyers were trained dramatically changed.

Before the Civil War, most individuals who wanted to practice law were trained by reading the law under the tutelage of an established lawyer. While some South Carolinians received formal training at the Inns of Court in London before the American Revolution, most worked in the offices of established lawyers. Individuals were admitted to the practice of law by passing an examination before the courts' Chancery of Common Pleas. And while the names of the courts changed after the Revolutionary War, the basic method of training for lawyers did not. Individuals wanting to become lawyers essentially apprenticed with a lawyer until he or she felt the individual was ready to practice alone. An oral examination in front of the court admitted one to the practice of law.

Black Americans, regardless of whether they lived in the North or the South, followed the same process, though Black Americans rarely reached admission to the bar and the official practice of law. Jonathan Jasper Wright, one of the first Black Americans to practice in South Carolina, was presumably denied the opportunity to be admitted to the Pennsylvania Bar before the Civil War because he was black. After the Civil War, Wright was allowed to stand for the bar in Pennsylvania, was admitted, and then returned to South Carolina to practice in Beaufort County before his election to the legislature and subsequent election to the state supreme court. After resigning from the Court in 1877, he returned to practice in Beaufort County until his death in 1885.

Jonathan Jasper Wright was typical of the first Black American lawyers in South Carolina. He was educated in the North, moved South at the end of the Civil War either as a teacher or in an official capacity with the federal government, then left public service for private practice shortly after arriving in the state. Between 1868 and 1876, 16 Black Americans were admitted to the South Carolina bar, and the first seven were transplanted Northerners. By 1876, though, most Black American lawyers in South Carolina were native-

born and, by the end of the century, almost all were originally from South Carolina.

As the number of black lawyers in the state rose in the last 30 years of the Nineteenth Century, the manner in which most lawyers, whether black or white, received their legal training changed. While about 40 percent continued to read with established lawyers, the majority attended law school. The establishment of law schools occurred across the U.S. at a time when graduate schools in history, medicine and other professions began.

The University of South Carolina established a law school in the early 1870s, and a few Black Americans were fortunate to attend the school prior to the end of Reconstruction. A small number of men received legal training at Howard University or Atlanta University. Jonathan Jasper Wright taught law courses at Claflin College in Orangeburg in the late 1870s and early 1880s, but the college failed to keep the program after Wright died. By and large the most accessible college for blacks in South Carolina was Allen University in Columbia. Established in 1880 by the African Methodist Episcopal Church, Allen was unique among black colleges in having its own law school. The school offered an LL.B. degree and provided instruction through the basic legal commentaries of the times, moot courts and lectures by distinguished members of the Columbia bar.

While 12 students graduated from Allen between 1882 and 1887, enrollment declined. Though technically still open to students in 1912, the last graduating class was in 1898. The cost of a college education was high, perhaps as much as \$200 per year, and \$200 was a lot of money for most Southern families in the late Nineteenth Century. If a student finished law school, admission to the bar remained contingent on passing an examination before the state supreme court. Prior to 1887, the examination was oral, but a written examination was added in 1887 in an effort to professionalize the bar. While the written exam probably did not affect Black Americans any more than white Americans, slightly more than half of Allen's 30 law school graduates, only 17, were admitted to the bar. Of those 17, only eight became professional lawyers. Most became teachers, government employees or college presidents.

Why did so few Black Americans become professional lawyers? The existence of the Jim Crow laws affected some blacks, but the basic reason was that most Black American lawyers could not make a suffi-

cient living. Few black lawyers had white clients. Most of their clients were black, and most blacks had little or no cash. Payment was often in the form of goods or other services such as carpentry or blacksmithing. Therefore, most blacks who were trained as lawyers worked in other professions and used their legal knowledge on the side when possible.

Charleston was the city with the most black lawyers. At least 16 blacks practiced law there between 1868 and 1915, with a high of seven in 1895. The most prominent of these lawyers was Samuel J. Lee, a former slave who followed his master into the Civil War and was wounded at the second battle of Manassas. Most of Lee's cases were criminal, and he and his partner, William J. Bowen, had up to 75 percent of the cases handled by black lawyers in Charleston during the mid 1880s. A highly successful courtroom lawyer, Lee died in 1895, opening the door for other black lawyers to take his place. John B. Edwards, originally from Sumter, eventually became one of the leading black lawyers in Charleston in the early Twentieth Century.

Despite the success of men like Lee and Edwards, the number of black lawyers in South Carolina dwindled in the first three decades of the Twentieth Century. By 1916, there were only two black lawyers in Charleston and three in Columbia. By 1930 there were only two black lawyers of any note in the entire state. It became virtually impossible for Black Americans to obtain the necessary legal training to become a lawyer. The University of South Carolina School of Law did not admit blacks during the first half of the Twentieth Century, and blacks could not afford to attend Furman University's short-lived law school of the 1920s. Not until the South Carolina State College (now University) opened a law school in 1947 did Black Americans have an in-state law school to attend. And that school was opened in an attempt to keep blacks from attending USC under the separate but equal doctrine.

By 1947, South Carolina, and the U.S. in general, was beginning to undergo a transformation in race relations. The civil rights movement, with support from both blacks and whites, began to challenge the separate but equal doctrine as inherently unequal. Blacks demanded equality under the law. Then, taking the advice of Judge Julius Waites Waring of Charles-

ton, they began to challenge the existence of segregation as basically unequal. Led by capable lawyers such as Thurgood Marshall, the civil rights movement successfully challenged segregation through cases like *Brown vs. Board of Education* (1954). The civil rights movement slowly attacked the racial barriers existing in the Twentieth Century.

About the time the civil rights movement began in South Carolina, several Black Americans entered the legal profession. Charleston native Richard E. Fields, educated outside of South Carolina, returned and opened a successful law practice in 1947. Fields eventually became the first municipal court judge in the Southeast in 1969 and later served in the state's family and circuit courts. But as Fields began his law practice, he was unable to join the South Carolina Bar Association because he was black.

Two other notable Black Americans, Matthew Perry and Ernest A. Finney Jr., entered the legal profession in South Carolina shortly after Fields. Neither man was allowed to join the Bar Association in his early career. All lawyers were required in 1968 to become members of the South Carolina State Bar. The two bar groups merged in 1975, creating the South Carolina Bar, an organization to which all South Carolina lawyers must now belong.

The merger of the two organizations was another step toward integrating the legal profession. South Carolina State's law school closed in the early 1950s as USC integrated. Lawyers like Perry, Finney and Fields opened the doors for succeeding generations, and these men championed many civil rights issues in South Carolina. Perry became the first black U.S. District Court judge in South Carolina and Finney, the first black chief justice of the state supreme court.

While Black Americans have gained a larger role in the state's legal profession, only one Black American—I.S. Leevy Johnson—has served as president of the South Carolina Bar. Johnson was the 1985-86 president and remains active in the organization today. His service in that office is proof that the legal profession in South Carolina has evolved significantly for Black Americans in the last 100 years. Black American lawyers have served and currently serve on the Bar's Board of Governors and as chairpersons of divisions, sections and committees.

# LESSON PLAN 1

**Title:** *From Equality Under the Law to Desegregation*

**Objectives:**

1. The student will learn of three Black Americans who created legal history in South Carolina.
2. The student will understand how these three men crossed the racial barriers into the legal profession.

**Materials:** This “Summoning the Dream” video, your South Carolina or U.S. History book, blackboard or overhead projector.

**Procedures:**

1. Provide the students with the short biographies of Justice Finney, Judge Fields and Judge Perry.
2. Without discussing the three men, watch the first video clip.
3. While watching the video clip, have the students answer the questions listed below. Have the questions on an overhead projector or the blackboard.
4. After viewing the video clip, have students answer the questions as a class.
5. Stress the importance of knowing the difference between equality under the law and desegregation.
6. As an extension of this lesson, either as class work or homework, have the students imagine that they are one of the three judges and write a short summary of 2-3 paragraphs on how they might have viewed segregation in the late 1940s and early 1950s.

**Lesson Plan 1—Questions to answer.**

1. According to Judge Fields, segregation was not an issue in the 1940s, it was a \_\_\_\_\_.
2. Also according to Judge Fields, the emphasis of the early civil rights movement was not integration, it was \_\_\_\_\_.
3. What judge suggested attacking segregation?
4. What part of South Carolina was Judge Fields from?
5. How did Judge Fields describe Charleston in the 1940s and 1950s?
6. How did Judge Perry describe the climate under which he entered the legal profession?
7. What part of South Carolina was Judge Perry from?
8. Where did Judge Perry open his law practice?
9. How did the lawyers where Judge Perry opened his law practice react to him?
10. How did Judge Perry learn from the best lawyers in the state?

## LESSON PLAN 2

**Title:** *Addressing Adversity*

**Objectives:**

1. The student will understand how the judges coped with the adversities they faced upon entering the legal profession.
2. The student will understand the challenges that await anyone who chooses to challenge the status quo.

**Materials:** This "Summoning the Dream" video, your South Carolina or U.S. History book, blackboard or overhead projector.

**Procedures:**

1. Provide the students with the short biography of Jonathan Jasper Wright.
2. Have the students answer the questions on Wright listed below.
3. Discuss the adversities Wright faced in his life.
4. Watch lesson two of the videotape.
5. While watching the video clip, have the students answer the questions listed below. Have the questions on an overhead projector or the blackboard.
6. After viewing the video clip, have students answer the questions as a class.
7. Stress the importance of finding ways to overcome adversity. Ask students for examples of times they or other people have overcome adversity.
8. As an extension of this lesson, either as class work or homework, have the students imagine that they are Jonathan Jasper Wright and write a letter home about one of the adversities he faced in his life and how he planned to overcome it.

**Questions to answer on Jonathan Jasper Wright.**

1. From what state was Wright originally?
2. What was unusual about Wright's education?
3. Why was Wright not allowed to stand for the bar in Pennsylvania?
4. Why did Wright move to South Carolina?
5. How did Wright impact the judicial system in South Carolina?
6. What legal position was Wright the first to hold in South Carolina?
7. Why did the Democrats want to get rid of Wright?
8. Where did Wright open his law practice?
9. At what college did Wright teach law classes?
10. Of what disease did Wright die?

**Questions to answer from the videotape.**

1. How did Judge Perry handle the adversities he faced?
2. What rule did Judge Perry follow when he prepared for a case?
3. How was Judge Fields's story of adversity different from Judge Perry's?
4. What advice did Judge Fields's mother give him when he opened his law office?
5. Judge Fields stated that he had help from white lawyers, while Judge Perry stated that he got no help, instead he had to \_\_\_\_\_ what he got from other lawyers.

## LESSON PLAN 3

**Title:** *From Lawyer to Judge*

**Objectives:**

1. The student will understand how being a judge is different from being a lawyer.
2. The student will understand how these three men made the transition from lawyer to judge.

**Materials:** This “Summoning the Dream” video, your South Carolina or U.S. History book, blackboard or overhead projector.

**Procedures:**

1. Without discussion, watch lesson three from the video.
2. While watching the video clip, have the students answer the questions listed below. Have the questions on an overhead projector or the blackboard.
3. After viewing the video clip, have students answer the questions as a class or individually.
4. Stress the differences the judges point out about being a judge versus being a lawyer.
5. As an extension of this lesson, either as class work or homework, have the students imagine that they are one of the three judges and write a short summary of 2-3 paragraphs on their first day as a judge. Make sure they write the summary based on the changing times of the 1960s and 1970s and the fact that they are Black.

**Questions to answer.**

1. According to Justice Finney, was the transition to judge from lawyer easy?
2. Also according to Justice Finney, what did he do as judge that he shouldn't have?
3. What can judges no longer do after they become judges?
4. What kind of judge did Judge Fields become first?
5. How did becoming a judge change Judge Fields' perspective of the law?
6. Describe municipal court according to Judge Fields?
7. Why did Judge Fields buy a judge's chair in 1961?
8. According to Judge Fields, what was unusual about him being a judge in 1969?
9. How did Judge Fields treat people in his court, and what effect did that treatment eventually have on the court?
10. According to Judge Fields, judges don't have to win, they only have to \_\_\_\_\_?



## LESSON PLAN 4

**Title:** *Desegregation of Public Universities in South Carolina*

**Objectives:**

1. The student will be able to identify the first Black Americans to attend the two major public universities in modern South Carolina.
2. The student will understand the steps taken by white South Carolinians to prevent Black Americans from entering public universities in South Carolina.

**Materials:** This “Summoning the Dream” video, your South Carolina or U.S. History book, blackboard or overhead projector.

**Procedures:**

1. Have students read in their textbook the section on desegregation.
2. Discuss what sit-ins and desegregation are.
3. Watch lesson four from the video.
4. While watching the video clip, have the students answer the questions listed below. Have the questions on an overhead projector or the blackboard.
5. After viewing the video clip, have students answer the questions as a class or individually.
6. Stress the importance of understanding the steps Harvey Gantt and Henri Montieth went through to desegregate their respective universities.
7. As an extension of this lesson, either as class work or homework, have the students research Harvey Gantt or Henri Montieth. What have they done since leaving South Carolina? OR have students write an essay on how the admission of Black Americans has benefited Clemson, the University of South Carolina, and South Carolina as a whole.

**Questions to answer.**

1. Who was the first Black American to attend Clemson?
2. How did Judge Perry meet this person?
3. What was the person doing in Charleston?
4. What did the person want to study?
5. What happened when Mr. Gantt was not admitted to Clemson?
6. According to South Carolina law, what was supposed to happen to any segregated college in South Carolina if members of the other race were required to attend?
7. What happened when Black Americans were admitted to South Carolina colleges?
8. Who was the attorney general who fought integration of the colleges?
9. Who did the attorney general hire to help him?
10. What did the attorney general pledge to do once he lost the case?

## LESSON PLAN 5

**Title:** *How to Succeed in Life, or DREAM!*

**Objective:**

1. The student will understand what traits these three Black Americans believe the students of today need to succeed in life.

**Materials:** This "Summoning the Dream" video, your South Carolina or U.S. History book, blackboard or overhead projector.

**Procedures:**

1. Prior to watching the video, have students list the traits they think they need to succeed in life. Then ask them to list the traits they think their parents want them to practice that may be different from their list.
2. Watch lesson five.
3. While watching the video clip, have the students answer the questions listed below. Have the questions on an overhead projector or the blackboard.
4. After viewing the video clip, have students compare the answers they gave to the earlier discussion question. Where did the two groups agree? Differ?
5. Stress the importance of hard work, self-discipline, and dreaming.
6. As an extension of this lesson, either as class work or homework, have the students write Dr. Martin Luther King Jr. a letter describing how his dream has improved their lives and/or the lives of others. As part of the letter, have the students tell Dr. King about a dream they have for their life.

**Questions to answer.**

1. According to Justice Finney, what should every student take advantage of?
2. Also according to Justice Finney, what trait is turning off the television when studying or not following the crowd an example of?
3. How does Justice Finney describe ability in people?
4. Judge Perry urges students to reject two notions. What are they?
5. What part of the body does Judge Perry encourage students to develop?
6. What other advice does Judge Perry give students on their lives?
7. What does Judge Perry say about being prompt?
8. What common philosophy did Judge Fields practice growing up?
9. How did the counterculture of the 1960s challenge that philosophy?
10. According to Judge Fields, what do young people need to learn to do to succeed?

# JONATHAN JASPER WRIGHT

**JONATHAN JASPER WRIGHT** was the first Black American appointed to the South Carolina Supreme Court. Born in Luzerne County, Pa., on February 11, 1840, Wright was a member of a free black farming family. He attended Lancasterian University in Ithaca, N.Y., a distinct accomplishment for a Black American before the Civil War. Thereafter, he began teaching school and also began reading law in the offices of the Montrose, Pa. firm of Bently, Fith and Bently. He also read under the direction of Judge O. Collins in Wilkes-Barre, Pa.

After finishing his studies, Wright attempted to stand for the Pennsylvania Bar in 1865, but was presumably not allowed because he was black. However, at this time the American Missionary Association was recruiting teachers to move to South Carolina to educate the newly freed slaves. Wright obtained a position in Beaufort, where he aided the freed men with his legal expertise and teaching abilities.

While in Beaufort, Wright applied his legal background in many ways. He taught the freed men how to do business, lectured at local churches and other forums on legal and political matters, and provided legal advice on labor relations for the freed men when they were sorting out their relationships with their former masters. The newly freed slaves had little with which to pay him, often providing Wright with a chicken or a sack of potatoes as compensation. Wright became so popular with the freed men that many of his co-workers became jealous of his knowledge and power.

After the Civil Rights Bill of 1866 was passed by Congress, Wright took the Pennsylvania bar exam and passed. He was admitted to the bar on August 13, 1866. His admission to the Pennsylvania bar established him as the first Black American to practice law in Pennsylvania. However, Wright soon returned to South Carolina where he would serve as the legal advisor to General Oliver O. Howard, the military commander in the Beaufort County area. Wright held this position until July 1868 when he resigned to attend the state constitutional convention. He was one of the first Black Americans to participate in the public life of South Carolina.

At the convention, Wright played a major role in the development of the judicial section of the constitution. He successfully opposed life tenure for judges and championed the provision in the constitution that supreme court justices would be elected by the General Assembly. Both of these provisions are part of the judicial framework under which the state still operates.

During the first elections held under the 1868 South Carolina constitution, Wright was elected a senator from Beaufort County. He was then admitted to the South Carolina bar, having passed an examination administered by future governor Daniel Chamberlain, a graduate of Harvard College who had also attended Yale Law School. Wright was one of three Black American attorneys formally admitted to the bar.

In late 1869, a vacancy occurred on the three person South Carolina Supreme Court. Wright defeated William Whipper, another prominent Black American, for the position and was sworn in on February 2, 1870. After his election, the *Charleston News* stated that he had "the highest position held" by a Black American in the United States. Wright was elected to a full term later that year.

During the next seven years, Wright served the state well. He authored 87 court opinions and concentrated his efforts on sorting the legal relationships and issues that arose with the abolition of slavery. Most of those issues fell into the areas of contract law, torts and labor relations. Wright consistently upheld the validity of transactions involving slaves initiated prior to the Civil War. Many people and companies sought the contracts involving slavery voided after the War, but Wright and his colleagues found that the contracts were still valid because the individuals or companies had profited from the slaves prior to the end of the War, therefore, they had to uphold the contract.

While on the state supreme court, Wright committed to recognizing claims on behalf of citizens who had been subjected to racial discrimination in accommodations and transportation. Wright worked to see that everyone had equal access to railroad cars and other methods of transportation. In every endeavor, he worked to provide equal justice under the law.

However, as the Democrats returned to power in 1877 as the Reconstruction era ended, Wright and other Black American leaders found themselves in political trouble. With the election of the governor and control of the legislature still in dispute, Wright was faced with a court case, that, when decided, left him at odds with the eventual winner of the election, Wade Hampton. Because Wright opposed the leaders of the newly elected General Assembly, the newly elected Speaker of the House appointed a committee to investigate his conduct while on the Supreme Court. Testimony was given that Wright was often drunk and was once found drunk in the gutter, charges with no foundation but ones Wright realized he stood little chance of defeating in the legislature.

Wright resigned from the Court in 1877, and moved to Charleston where he opened a law practice on Queen Street. He established a law department at Claflin College in 1881 and conducted numerous classes there during the next four years. Unfortunately, South Carolina benefited from Wright's expertise for only a short time before he died of tuberculosis in 1885 at the age of 45.

Although Wright's tenure on the Court ended abruptly under false accusations, his contributions to the judicial structure of South Carolina endure today, and his decisions in the area of racial discrimination set precedent for many legal challenges that attacked segregation in South Carolina in the last half of the Twentieth Century. Wright served both mankind and the state of South Carolina well during his short life.

# BIOGRAPHIES

**CURETON, JASPER MARSHALL.** Born: Walhalla, SC, April 26, 1938. Graduate of South Carolina State University, class of 1960, and the University of South Carolina Law School, class of 1967. First Black American graduate of the University of South Carolina Law School. Former teacher, then staff attorney for Legal Services Agency, 1967-68. In private practice from 1968-1976. Master-in-Equity judge from 1976-1982. Elected to the Family Court system 1982-83. Elected to the South Carolina Court of Appeals, 1983.

**FIELDS, RICHARD E.** Born: Charleston, SC, October 1, 1920. Graduated from West Virginia State, class of 1944, and Howard University Law School, class of 1947. Entered private practice. Active in many professional and civic organizations, including the American Bar Association, NAACP and Alpha Phi Alpha Fraternity. Member of the Charleston Chamber of Commerce during the 1950s, an unusual status for a Black American at that time. Elected Municipal Court judge for the City of Charleston in 1969, the first Black American municipal judge in the Southeast. Elected Family Court judge in 1974, holding that post until 1980 when he became a Circuit Court judge for the 9th Circuit. Retired from the bench in 1990.

**FINNEY, JR., ERNEST A.** Born: Smithfield, Va., March 23, 1931. Graduate of Claflin College, class of 1952, and South Carolina State University Law School, class of 1954. Served in the South Carolina House of Representatives, 1973-1976. Chairman of the Legislative Black Caucus, 1973-1975. Recipient of many awards, including seven honorary doctorates. Active in numerous professional and civic organizations, including the NAACP, Alpha Phi Fraternity and American Judges Association. Elected Judge of Third Circuit in 1976, serving until 1985, when he was elected an Associate Justice of the South Carolina Supreme Court. Elected Chief Justice of the South Carolina Supreme Court in 1994, the first Black American to hold the post. Retired as Chief Justice of the South Carolina Supreme Court in 2000.

**JOHNSON, I.S. LEEVY.** Born: Columbia, SC, May 16, 1942. Graduate of Benedict College, class of 1965, and the University of South Carolina Law School, 1968. Managing partner of Johnson, Toal & Battiste, P.A., Columbia. Elected to the South Carolina General Assembly in 1970. Founding member of the South Carolina Legislative Black Caucus, of which he served as chairman in 1979-1980. First Black American President of the South Carolina Bar, 1985-86. Recipient of numerous awards, including the Order of the Palmetto, the Compleat Lawyer Award from USC, the John W. Williams Jr. Distinguished Service Award from the Richland County Bar Association, the Matthew J. Perry Medallion from the Columbia Lawyers Association and the 1999 DuRant Distinguished Public Service Award.

**LEE, ALISON R.** Born Washington, DC, September 15, 1958. Graduated from Vassar College, class of 1979, and

Tulane University Law School, class of 1982. First female Black American circuit court judge in South Carolina. Admitted to State Bar of Texas, 1982; Louisiana State Bar, 1983; and South Carolina Bar 1984. Former law clerk to Hon. Israel M. Augustine Jr., Louisiana Fourth Circuit Court of Appeals, 1982-83; law clerk to Hon. C. Tolbert Goolsby, S.C. Court of Appeals, 1983-84; Staff Counsel, S.C. Legislative Council, 1989-94. Member of various professional and civic organizations. Elected Administrative Law Judge, February 1994. Elected to Circuit Court, February 1999.

**MARTIN, J, ROBERT.** Born: Charleston, SC, November 30, 1909. Graduated from Washington and Lee Law School, 1931. Admitted to the South Carolina Bar, 1931. Served as a strong role model for Judge Fields. Elected judge of the Thirteenth Circuit Court of South Carolina. Appointed a U.S. District Court Judge by President Kennedy in 1961. Served more than 20 years in that position and as Chief Judge of the U.S. District Court for several years near the end of his term. Died: November 1984.

**PERRY, MATTHEW J.** Born: Columbia, SC, August 3, 1921. Served in the U.S. military from 1942-1946. Graduated from South Carolina State College, class of 1948, and South Carolina State College Law School, class of 1951. Judge, U.S. Court of Military Appeals, 1975-79. Appointed first Black American U.S. District Court judge in South Carolina in 1979. Recipient of numerous awards, including six honorary doctorates, the Spirit of Excellence Award from the American Bar Association, Order of the Palmetto, Distinguished Alumni Award from South Carolina State College in 1972 and 1980, South Carolinian of the Year by Cosmos Broadcasting Co. in 1977, and the William R. Ming Advocacy Award and Distinguished Native Son from the NAACP. Achieved senior judge status in 1995.

**ROGERS, ABIGAIL R.** Born Greenville, SC, July 3, 1957. Graduated from University of South Carolina, class of 1979, then USC Law School, class of 1982. First Black American female president of the S.C. Bar Young Lawyers Division; first female Black American Family Court judge in South Carolina. Assistant Chief Counsel, S.C. Department of Highways and Public Safety, 1985-91; law clerk to Hon. Jasper A. Cureton, 1979; Assistant Solicitor, 1982-86. Elected to the Family Court in June 1991. Member of various professional and civic organizations, including serving on the board of Baptist Hospital Women's Place and the United Way, as well as several committees of the South Carolina Bar and American Bar Association.

**SEYMOUR, MARGARET B.** Born: Washington, D.C., January 16, 1947. Graduate of Howard University, class of 1969, and The American University, class of 1977. Served in the U.S. Department of Health, Education and Welfare from 1967-1979. Served as the Attorney Advisor of the Equal Employment Opportunity Commission from 1979-80,

and as the Senior Trial Attorney of the U.S. Department of Education from 1980-88. Served in the office of the U.S. Attorney, District of South Carolina, 1990-1996, including service as the Interim U.S. Attorney in 1993 and 1996. Became Chief of the Civil Division in 1992. Appointed as a U.S. Magistrate in 1996, then became the first female Black American District Court Judge for South Carolina in 1998.

**SHINE, JOSEPH D.** Born Charleston, SC December 15, 1949. Distinguished Air Force Graduate of The Citadel, class of 1971. Second Black American to graduate from The Citadel. Appointed Cadet Captain, Regimental Staff. Received his law degree from Harvard University Law School, class of 1974; Master's in Business Administration, University of Southern Illinois, class of 1985. Member of numerous honor societies. Office of General Counsel of the Department of the Air Force, 1974-76; Deputy Corporation Counsel for the City of Charleston, 1976-79; Assistant Corporation Counsel for the District of Columbia, 1979. Also served as Director of Ethics and Special Counsel to the Administrator of the U.S. General Services Administration in Washington, DC. Then appointed Chief Deputy Attorney

General for the state of South Carolina; served in that capacity until April 1993 when he became General Counsel for the State Budget and Control Board. Recipient of numerous civic awards, including the Order of the Palmetto in 1995.

**WARING, JULIUS WAITES.** Born: Charleston, SC, July 27, 1880. Attended University School and graduated from the College of Charleston. Read law in the offices of John Pendleton Kennedy Bryan. Assistant District Attorney for the Eastern District of South Carolina, 1914-21. Private practice in the firm of Waring and Brockington, 1921-32. Corporate Counsel for City of Charleston 1932-42. U.S. District Court Judge, 1942-52. Suggested to Thurgood Marshall that segregation should be attacked as unconstitutional stating that "segregation is *per se* inequality." Retired from the bench early after becoming unpopular due to several rulings he made in the area of civil rights, including stating that Black American teachers should be paid the same as white teachers and that white only primaries were unconstitutional. Moved to New York, where he died on January 20, 1968.

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